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ABSTRACT

This junior high teaching unit on the worker in America is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students understand the importance of work in American society and to relate careers to larger issues such as production, consumption, ecological concerns, economic policies, governmental acts, and leisure activities. (The unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

THE WORKER IN AMERICA

A Link To All Twelve Career Clusters Through Social Studies

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A Link to All Twelve Career Clusters Through Social Studies

THE WORKER IN AMERICA

RATIONALE

In recent years increasing emphasis has been placed on preparing students to enter the world of work. The social studies curriculum is concerned with the relationship between an individual and his environment. Through a historical perspective, students may grow to understand the importance of work in American society and to relate careers to larger issues such as production, consumption, ecological concerns, economic policies, governmental acts and leisure activities.

GOALS

Through these activities, students will:

-Become aware of the role of careers in the history of our nation.

-Become aware of the nature and role of employment in individual and family life and in society.

-Become aware of careers related to the social sciences.

PERFORMANCE OBJECTIVES

Through these activities, students will be able to:

-List at least five careers in each period of United States history.

-Identify why people work--its importance to the individual and to society.

-List at least five careers in the area of the social sciences.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

A Link to All Twelve Career Clusters Through Social Studies

THE WORKER IN AMERICA

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

   Take the written pretest to find out how much you alread know about the worker in United States history.

2. In making a career choice, a person needs to think about these questions:

   a. What are my values? (What things are really important in my life?)

   b. What are my favorite interests? (What do I like to do so much that I do it without pressure from parents, teachers, friends?)

   c. What are my abilities and aptitudes? (In what areas do I perform comfortably and effectively?)

   d. What are my special talents and skills? (Do I have talents which my classmates might not have--skills which come easily to me?)

   e. How do I get along with others? (Am I outgoing or am I quiet? How do Iinteract with others--my friends, classmates, teachers, parents?)

   f. What useful experience do I have? (What might make me helpful and interesting to a prospective employer?)

   Choose a famous person from American history and read enough about him/her that you feel you can answer the six questions above as he/she should or would have. Have a partner interview you according to the six questions OR complete a written report on the person. What job might that person hold in the 1970's? How does that differ from the job which he/she held in an earlier period?

YOUR CHOICE:

3. Our country was built by workers who made wilderness into farmland, laid thousands of miles of railroad track, worked long hours under oppressive conditions in the mills. Have attitudes toward work in America changed? Interview a worker or a retired worker about his/her concept of work in America. Include such topics as time, place, reward, job satisfaction, feeling of accomplishment (pride of craft) and the role of the worker. It might be interesting to

interview people of two generations to see whether their attitudes differ. Share the results of your interview in a class discussion OR a written report.

4. From "Yankee Doodle" to "Convoy" Americans have always portrayed their work-styles in song. Use your school and/or public library to locate at least ten songs about work from various eras in American history. Play or sing some for the class, if possible, or bring recordings of them to class. What occupations do they depict? Are those jobs still in existence? Why or why not? What attitudes toward work are expressed in these songs? Share your discoveries in a written or oral report.

5. The middle part of the twentieth century has seen increasing demands by women for equality of work opportunity. What career opportunities were available to women in the eighteenth century? The nineteenth century? The first part of the twentieth century? Choose one woman from your study of American history. Analyze her skills, abilities, values according to the questions in Activity #2. What do you think would be her career role if she were living in the United States today?

6. Comic strips provide us with a condensed (and often stereotyped) view of American life. For a period of at least a week, read at least three comic strips which portray people in their work (for example, Rex Morgan, M.D., Brenda Starr, Tank McNamara). What do these strips say about employer-employee relationships? About attitudes toward work? About working and life-styles? Share your findings in a class discussion, OR draw your own comic strip about working and present it to the class.

7. Occupations today are broadly classified into twelve career clusters:

   Agriculture and Ecological Studies
   Business and Office
   Communications and Media
   Community and Personal Services
   Consumer and Homemaking Related
   Fine Arts and Humanities
   Health
   Industrial and Construction
   Marketing and Distribution
   Public Service
   Science and Engineering
   Transportation

   Choose a group of people from another period in history (for example, the passengers on the Mayflower, the signers of the Declaration of Independence, revolutionary heroes, the members of the Donner Party). Using resource material in your library, find out the occupation of each individual. Which career clusters are most frequently represented? Why do you think this is true? Share the information with others in your class or small group and together determine occupational trends through American history.

8. Workers from various minority racial and ethnic groups have played an important and largely unrecognized role in America's historical and social development. Choose a single racial or ethnic group (for example, blacks, Mexican-Americans, Italians, Chinese). What were some important contributions of this group of workers? What were some difficulties of living in America for this group? What is the job outlook for members of this group today? Share your findings in a written or oral report OR in a series of cartoons or collages.

9. The Great Depression idled millions of workers and paralyzed our country. Even today, many people fear strongly that our country will enter another Great Depression. What kinds of people are most likely to be among the unemployed today? If possible, with your teacher's help, invite a speaker from the state employment service or a private employment agency to inform the class about present unemployment and future job trends.

10. Working with a group of other students, obtain a Sears catalog for a year in the past (the older the better) as well as a current catalog. Each student opens each book five times at random, and chooses a single item from the open pages. Who would use this item? Would it appear in both catalogs? How has the occupation or person that used this item changed from 1900 to today? Share your reactions in a group discussion.

ALL:

11. In the activities of this unit, you have studied the relationship of people to the world they live in. This is the job of the social scientist--the sociologist, economist, political scientist, historian, to name a few. Choose one social science career and, using materials in the library or career center, find out exactly what a person in that career field does. If you could have any social science job at any period in American history, which one would you have? What would you study? Share your ideas in a class discussion.

POST TEST

12. Take the written post test to find out how much you have learned during this unit on The Worker in America.

PRETEST AND POST TEST

1. List the names of five careers open to workers in the 1970's that were not available prior to 1900.

_____ _____

_____ _____

_____

2. Name jobs held by two people you know. After each, list four reasons--other than money --these people work.

Job _____ Job _____

_____ _____

_____ _____

_____ _____

_____ _____

3. Check those careers below in which a knowledge of United States history would be helpful.

____ journalism	____ motorcycle mechanic	____ nursing
____ ecology	____ air traffic control	____ fashion design
____ tour guide	____ professional athlete	____ forestry
____ lawyer	____ landscaper	____ television repair

4. Which career clusters receive the most emphasis in most history texts?

5. What do values, hobbies, favorite school subjects, and life style have to do with career choice?